2017-2018	Journeys		Flight		Beneath our Feet	
	KS1	KS2	KS1	KS2	KS1	KS2
Literacy	ARE Reading ARE Writing					
Maths	Abacus scheme planning/ White Rose Hub plans supplementing the planning.					
Science Working Scientifically Types of enquiry	The national curriculum for science aims to ensure that all pupils: Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. Will learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: • Observing over time • Pattern seeking • Identifying, classifying and grouping • Comparative and fair testing • Research using secondary sources					
Science	**Seasonal Changes** **Everyday Materials**	**Electricity**	**Seasonal Changes** **Animals (including humans)**	**Forces and Magnets**	**Seasonal Changes** **Plants** **Living things and their habitats**	**Rocks** **Evolution and Inheritance**
History	**Key individuals** ♣ Significant local people ♣ lives of significant historical figures, including comparisons of those from different periods	♣ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 e.g. Romans	Events beyond living memory that are significant nationally or global (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)		**Key concepts** ♣changes in living memory linked to aspects of national life where appropriate) **Key individuals** ♣ Significant local people	**Broader History Study** A local history study, e.g. ♣ a depth study linked to a studied period ♣a study over a period of time ♣a post- 1066 study of relevant local history e.g. Victorians
Geography	Name and locate the world's seven continents and five oceans Compare local area to a non-European country Use basic geographical vocabulary to refer to local and familiar features Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand biomes, vegetation belts, land use, economic activity, distribution of resources etc. Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America	Name and locate the world's seven continents and five oceans Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Locate the world's countries, using maps to focus on Europe (including the location of Russia) Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Name and locate the world's seven continents and five oceans Geographical skills and fieldwork. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country Describe and understand climate, rivers, mountains, *volcanos,* earthquakes, water cycle, settlements, trade links etc. Geographical skills and fieldwork.

Geographical skills and fieldwork Skills to be taught over course of key stage	**KS1** Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.			**KS2** Use fieldwork to observe, measure and record Use fieldwork to record and explain areas Use 8 points of compass, symbols and keys Used 4 and 6 figure grid references on OS maps Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		
Art Skills to be taught over course of key stage	KS1 Pupils should be taught: • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.			KS2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.		
Art	**Drawing**	**Drawing**	**Painting**	**Painting**	**Sculpture**	**Sculpture**
DT Skills to be taught over course of key stage	**KS1** Design purposeful, functional and appealing products Generate, model and communicate ideas Use a range of tools and materials to complete practical tasks Evaluate existing products and own ideas			**KS2** Use research and criteria to develop products which are fit for purpose Use annotated sketches and prototypes to explain ideas Evaluate existing products and improve own work		
DT	Build structures, exploring how they can be made stronger, stiffer and more stable	Use mechanical and electrical systems in own products, including programming.	Understand seasonality; prepare and cook mainly savoury dishes	Understand where food comes from Cook savoury dishes, for a healthy and varied diet	Build and improve structures and mechanisms	Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
Computing Skills to be taught over course of key stage	**KS1** Understand use of algorithms Write and test simple programs Use logical reasoning to make predictions# Organize, store, retrieve and manipulate data Communicate online safety and respect Recognize use of IT outside of school			**LKS2** Design and write programs to achieve specific goals, including solving problems Use logical reasoning Understand computer networks Use internet safely and appropriately Collect and present data appropriately	**UKS2** Design and write programs to solve problems Use sequences, repetition, inputs, variables and output in programs Detect and correct errors in programs Understand uses of networks for collaboration and communication Be disconcerting in evaluating digital content	
MFL	Schools to follow own schemes					
Music Skills to be taught over course of key stage	Sing songs Play tuned and untuned instruments musically Listen to and understand live and recorded music Make and combine sounds musically			Use voice and instruments with increasing accuracy, control and expression Improvise and compose music Improvise and compose using dimensions of music Listen with attention and detail Listen to detail and recall aurally Appreciate a wide range of live and recorded music Begin to develop an understanding of history Develop an understanding of the history of music, including great musicians and composers Perform with control and expression solo and in ensembles Use and understand basic staff notation		
PE	Schools to follow own schemes					

<table>
<tr><td>PSE</td><td>Healthy Lifestyles
Keeping Safe
(physical, road, fire, risk taking)</td><td>Feelings and Emotions
(special people)
Healthy Relationships</td><td>Rights and Responsibilities
Taking of the environment</td></tr>
<tr><td>RE</td><td colspan="3">Schools to either follow the Diocese of York or the North Yorkshire Syllabus</td></tr>
<tr><td>Enterprise
Ideas to develop enterprise throughout the year groups over the academic year</td><td colspan="3">Positive can do attitude, resilience, risk-taking, creativity, innovation, self-belief
Aim: To be ready to start a business.
Links that could be made as appropriate:
What are the local economies of the area studied? Why are they here?
Why do economies differ by area?
What impact will change have on the local economies?
What new business enterprise would survive here?
Career opportunities for the future.
Curriculum possibilities:
Rotary club
Looking at economies through geography
Environmental impact E.g. Potash mine (Sirius/Boulby) tourism.
Raise funds for a school project or local charity.</td></tr>
<tr><td>Outdoor Learning</td><td colspan="3">Ongoing throughout the year.</td></tr>
<tr><td rowspan="2">British Values

Ongoing throughout the year for all year groups</td><td>Spiritual Development
Reflect whenever possible. This may be about religious beliefs, personal beliefs, the beauty of art or natural things etc. This will need building into the curriculum at all opportunities.
Develop a sense of enjoyment and fascination about themselves, others and the world about them.
Being creative and imaginative in their work.
Curriculum opportunities:
Embed reflection in all aspects of the curriculum
Give reflection time in assemblies
Create opportunities for open discussion.</td><td colspan="2">Moral Development
Maintaining high profile school rules and behaviour policy.
Discussing moral and ethical issues and understanding different viewpoints across the curriculum.
Develop through use of relevant stories – discuss dilemmas and explore possibilities.
Identifying opportunities when children could have a say.
Curriculum opportunities:
Identifying stories etc. with issues, dilemmas
Make voting etc. a clear part of the curriculum
The role of colonisation of other countries</td></tr>
<tr><td>Social Development
Develop links to other communities.
Conflict resolution – use of school rules, exploring conflicts through literacy, geography, history.
Rule of law
Curriculum opportunities:
Conflicts through choice of stories
Literacy based on different cultures</td><td colspan="2">Cultural Development
Strengthen awareness of cultural influences.
Cultures within the country.
Democratic systems.
Participation in artistic, musical, sporting and cultural opportunities.
Respect
Collective worship and a chance to reflect</td></tr>
</table>